Academic Program Review

ACADEMIC YEAR	2012-2013	☐ Basic Skills ☐ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Distance Education: Online Courses	
DEPARTMENT	Departments Offering Online Courses	
DIVISION	Divisions Offering Online Courses	
SUBMITTER	Gaylla A. Finnell, Distance Education Coordinator	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Submit Substantive Change Proposal to the State Chancellor's Office for the development of programs with at least 50% or more units available online.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Develop an online training policy for faculty teaching online courses at IVC.	☐ 1 ☐ 2 ☒ 3 ☒ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

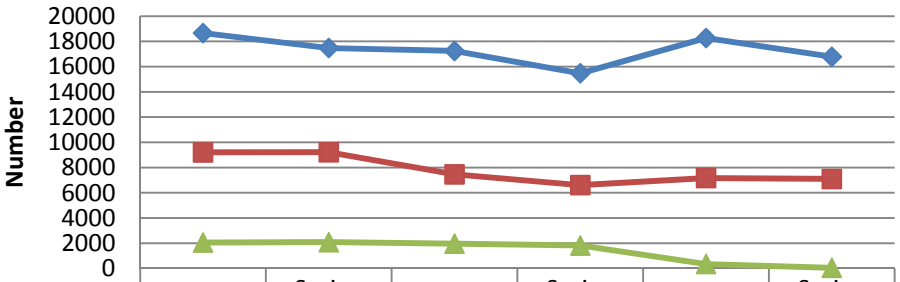
3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Develop an online course development policy to insure quality of online courses offered at IVC.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

Comments: Online courses were not offered at IVC during 2012-13 (with the exception of a few non-transfer courses) due to the institution's failure to submit a Substantive Change Proposal to the State Chancellor's Office. AY 2012-13 focused on preparing the Substantive Change Proposal and developing policies to insure quality and consistency in online course development. The Substantive Change Proposal was submitted on October 15, 2012. To insure quality course development and instruction, policies were developed requiring all online faculty to complete five (5) courses in online teaching methods through @ONE training (two courses prior to teaching online and three additional courses completed within three years). In addition, newly developed online courses were required to be evaluated by the Distance Education Committee to insure pedagogical quality of the course content and effective online course structure. Compliance with the training and evaluation processes was required in order to develop courses for online instruction at IVC.

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.



	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Day	18663	17478	17242	15472	18271	16788
Night	9198	9214	7459	6605	7161	7094
OL	2049	2084	1962	1819	354	45

In Fall 2010, online course enrollment represented 6.9% of our student population, increasing to 7.2% in Spring 2011. In Fall 2011, online course enrollment represented 7.4% of our student population, increasing to 7.6% in Spring 2012. This continual increase was expected as we developed our online programming on campus.

During AY 2012-13, online courses were limited pending processing of our Substantive Change Proposal by the State Chancellor's Office. In Fall 2012, online course enrollment represented only 1.3% of our student population, decreasing to .1% in Spring 2013.

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

   No data submitted for Distance Education productivity trends. Productivity trends are covered in each discipline. The focus of the Distance Education Program Review is the success and retention rates of online courses.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

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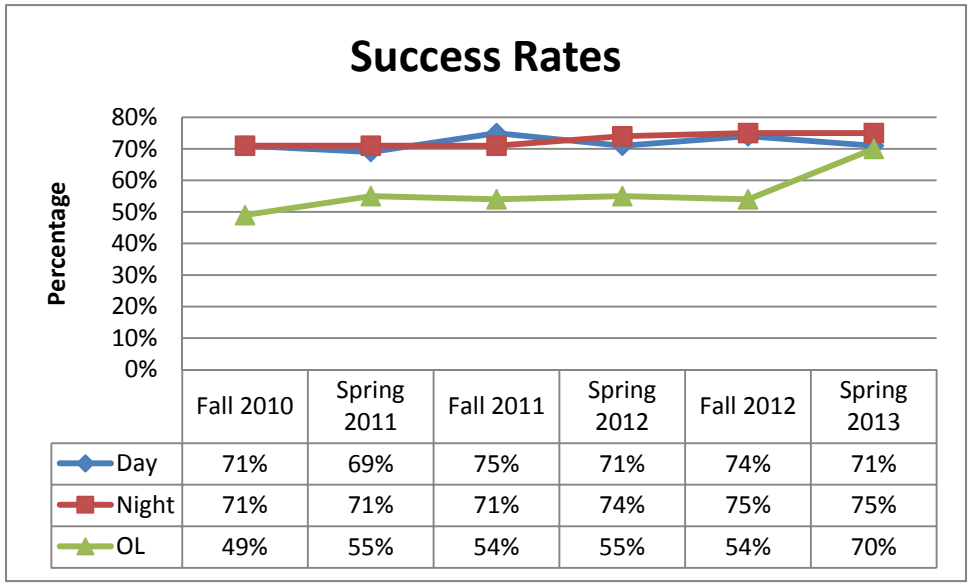
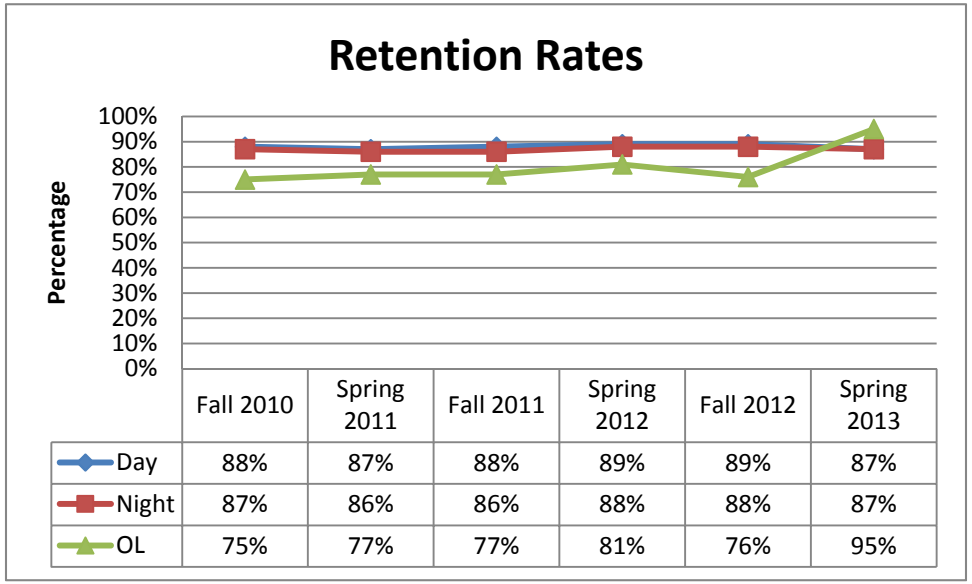


GAPS IN SUCCESS RATES

Term	Online	Day	Gap	Online	Night	Gap	Average Gap
Fall 2010	49%	71%	22%	49%	71%	22%	22%
Spring 2011	55%	69%	14%	55%	71%	16%	15%
Fall 2011	54%	75%	21%	54%	71%	17%	19%
Spring 2012	55%	71%	16%	55%	74%	19%	17.5%
Fall 2012	54%	74%	20%	54%	75%	21%	20.5%
Spring 2013*	70%	71%	1%	70%	75%	5%	4%
Average	53.4%	72%	18.6%	53.4%	72.4%	19%	18.8%

**Spring 2013 only included 45 online students. The data for this term is skewed due to low enrollment and should not be considered as an indicator of performance.*

The overall average gap in success rates between F2F and online courses is 18.8%. The gap in success between day and online courses is slightly less than the gap in success between night and online courses (.4%).



GAPS IN RETENTION RATES

Term	Online	Day	Gap	Online	Night	Gap	Average Gap
Fall 2010	75%	88%	13%	75%	87%	12%	12.5%
Spring 2011	77%	87%	10%	77%	86%	9%	9.5%
Fall 2011	77%	88%	11%	77%	86%	9%	10%
Spring 2012	81%	89%	8%	81%	88%	7%	7.5%
Fall 2012	76%	89%	13%	76%	88%	12%	12.5%
Spring 2013*	95%	87%	+8%	95%	87%	+8%	+8%
Average	77.2%	88.2%	11%	77.2%	87%	9.8%	10.4%

**Spring 2013 only included 45 online students. The data for this term is skewed due to low enrollment and should not be considered as an indicator of performance.*

The overall average gap in retention rates between F2F and online courses is 10.4%. The gap in retention between night and online courses is slightly less than the gap in retention between day and online courses (1.2%).

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

N/A: This information is covered in each discipline. The focus of the Distance Education Program Review is the success and retention rates of online courses.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

N/A: This information is covered in each discipline. The focus of the Distance Education Program Review is the success and retention rates of online courses.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Recommend the development of a faculty DE Handbook and a Distance Education 3-Year Plan. In addition, it is recommended that the college employ a Fulltime DE Coordinator to oversee the coordination and management of the DE program. The DE Coordinator should receive training and participate in regional, state, and national organizations to affectively assist the college in the implementation and continuous improvement of distance education at IVC. All these actions would be in support of student access and success.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.
   - Developed a training policy for faculty developing online courses in support of student access and success.
   - Assisted faculty in the development of online courses in support of student access and success.
   - Offered faculty Blackboard training through the ATLAS program in support of student access and success.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

N/A: This information is covered in each discipline. The focus of the Distance Education Program Review is the success and retention rates of online courses.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal:	Hire full-time DE Coordinator to manage and coordinate distance education course development, training, and policy development and compliance.	☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective:	Provide fulltime leadership and coordination for the distance education program to improve student access and success.	
Task(s):	1. HR to develop a job description for the new FT DE Coordinator Position; 2. Board of Trustees to approve the new position; and 3. HR to facilitate hiring of DE Coordinator.	
Timeline:	**Fall 2013:** HR to develop the FT DE Coordinator job description; Board of Trustees to approve new position; HR to facilitate hiring of FT DE Coordinator. **Spring 2014:** New DE Coordinator in position by the start of Spring 2014.	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$90,000.00

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal:	Professional Development and Training for DE Coordinator.	☒ 1 ☐ 2 ☒ 3 ☐ 4
Objective:	DE Coordinator to be current on DE issues regionally and within the state and nation to support the development of a quality DE program for the benefit of student access and success.	
Task(s):	1. DE Coordinator to participate in monthly conference call with CCCCO DE Coordinator Committee; 2. DE Coordinator to attend monthly SDICCCA DE Coordinator meetings in San Diego; 3. DE Coordinator to attend CCCCO DE Coordinator Retreat and OTC Conference; 4. DE Coordinator to attend annual Curriculum Institute; and 5. DE Coordinator to attend other trainings as deemed necessary for the improvement of the DE program in support of student access and success.	
Timeline:	Training to occur throughout the Academic Year as scheduled by hosting agencies.	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$4,000.00

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:	Faculty Professional Development and Training.	☒ 1 ☐ 2 ☒ 3 ☐ 4
Objective:	Provide professional development and training for faculty to improve Blackboard usage and online course development in support of student access and success.	
Task(s):	1. Coordinate Blackboard campus training with ATLAS grant director; 2. Provide training on various days/times to facilitate faculty schedules.	
Timeline:	On-going throughout AY 2013-14 as needed in support of faculty professional development and improved student access and success.	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$ 0*

*NOTE: Funding for Faculty Professional Development and Training to be funded by the ATLAS Grant during AY 2013-2014.

4	FUTURE PROGRAM GOAL #4 Budget Priority #4	INSTITUTIONAL GOAL(S)
Identify Goal:	Develop Faculty DE Handbook.	☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective:	Provide a comprehensive DE Handbook for faculty teaching online courses to clarify policies and procedures for improved faculty performance in support of student access and success.	
Task(s):	1. Establish a DE Handbook Task Force with 2-3 members; 2. Develop a proposed DE Handbook for approval through the DE Committee and Academic Senate; and 3. Post the DE Handbook on the DE Webpage for faculty access.	
Timeline:	**Spring 2014:** Complete the above tasks during Spring 2014.	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$ 0*

*NOTE: No funding is required to accomplish this goal.

5	FUTURE PROGRAM GOAL #5 Budget Priority #5	INSTITUTIONAL GOAL(S)
Identify Goal:	Develop a 3-Year Distance Education Plan.	☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective:	Through a process of collaborative consultation, develop a 3-year plan to guide the planning and implementation and continuous improvement of distance education at IVC in support of student access and success.	
Task(s):	1. Establish a DE Education Plan Task Force with members from the DE Committee and Information Technology; 2. Develop a proposed DE Plan for approval through the DE Committee and Academic Senate, supported by Information Technology, which is informed by the Educational Master Plan and aligned with the college's Strategic Plan and integrated with the Technology Plan.	
Timeline:	**Spring 2014:** Complete the above tasks during Spring 2014.	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☒ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$ 0*

*NOTE: No funding is required to accomplish this goal.

TOTAL BUDGET REQUEST	$ 94,000

1. How will your enhanced budget request improve student success?

The budget request will provide the staffing and training necessary to support the planning and implementation and continuous improvement of Distance Education at IVC. A full-time Distance Education Coordinator, with ongoing professional development and training, will be able to stay current with the ever-changing landscape of Distance Education. With a well-trained fulltime DE Coordinator, the Distance Education program at IVC can become more responsive to the ever-changing and evolving landscape that encompasses the field of education, thus providing essential services and programming for the improvement of student access and success at IVC.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

NOTE: *The Distance Education Program at IVC supports the PLOs and SLOs of all academic programs. The DE Program does not have independent PLOs or SLOs. Therefore, this section is N/A for the DE program.*

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: N/A	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: N/A	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: N/A	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****